

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 MAR 28 PM 12:46 Place date stamp here </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal Information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Boys & Girls Club of Brazoria County	Brazoria	n/a	
Vendor ID #	ESC Region #	DUNS #	
741688545	4	877864769	
Mailing address	City	State	ZIP Code
202 W. First St.	Freeport	TX	77541-
Primary Contact			
First name	M.I.	Last name	Title
Clint	A	Ziehl	Chief Executive Officer
Telephone #	Email address		FAX #
979-373-9668	cziehl@bgcbrazoria.org		979-373-9665
Secondary Contact			
First name	M.I.	Last name	Title
Leandra	L	Harvey	Director of Resource Development
Telephone #	Email address		FAX #
979-373-9668	lharvey@bgcbrazoria.org		979-373-9665

Part 2: Certification and Incorporation

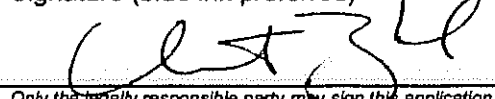
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Clint	A	Ziehl	Chief Executive Officer
Telephone #	Email address		FAX #
979-373-9668	cziehl@bgcbrazoria.org		979-373-9665

Signature (blue ink preferred)

Date signed



3-25-16

Only the legally responsible party may sign this application.

701-16-102-032

Schedule #1—General Information (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/2016

End date (MM/DD): 12/2016

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1688545

Amendment # (for amendments only): n/a

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2— Required Attachments and Provisions and Assurances

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

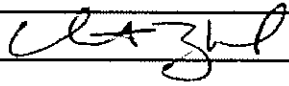
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Boys & Girls Club of Brazoria County	Clint Ziehl	979-373-9668	1,599,809
	Brazoria		ctiehl@bgcbrazoria.org	
Member Districts				
2.	n/a			
3.	n/a			
4.	n/a			
5.	n/a			
6.	n/a			
7.	n/a			
8.	n/a			

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 741688545			Amendment # (for amendments only): n/a	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	n/a			
10.	n/a			
11.	n/a			
12.	n/a			
13.	n/a			
14.	n/a			
15.	n/a			
16.	n/a			
17.	n/a			
18.	n/a			
19.	n/a			
20.	n/a			
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$ n/a	\$ n/a	\$ n/a	\$ n/a
2.	Schedule #8: Contracted Services	6200	\$ n/a	\$ n/a	\$ n/a	\$ n/a
3.	Schedule #9: Supplies and Materials	6300	\$ n/a	\$ n/a	\$ n/a	\$ n/a
4.	Schedule #10: Other Operating Costs	6400	\$ n/a	\$ n/a	\$ n/a	\$ n/a
5.	Schedule #11: Capital Outlay	6600	\$ n/a	\$ n/a	\$ n/a	\$ n/a
6.	Total direct costs:		\$ n/a	\$ n/a	\$ n/a	\$ n/a
7.	Indirect cost (n/a%):		\$ n/a	\$ n/a	\$ n/a	\$ n/a
8.	Total costs:		\$ n/a	\$ n/a	\$ n/a	\$ n/a

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	n/a	n/a	n/a
2.	n/a	n/a	n/a
3.	n/a	n/a	n/a
4.	n/a	n/a	n/a
5.	n/a	n/a	n/a
6.	n/a	n/a	n/a
7.	n/a	n/a	n/a

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose of the program is to provide extended learning opportunities outside of the regular school day to students in need of academic assistance by developing highly effective, hands on programs in a fun, safe, and educational environment. Our Texas 21st Century Community Learning Center (CCLC) program will provide quality academic assistance in math, reading, science, and social studies and enrichment opportunities in character development, nutrition, exercise, and wise choices to help students meet academic standards and graduate ready for college and/or the workforce while also providing family activities encouraging parental engagement in student's educational needs and the community.

Our program centers are all located in Angleton (AISD) and Brazosport (BISD) ISD's school campuses where there is a significant gap in test scores between those of minority students and low socio-economic students and those of their white counterparts. Additionally, according to our Community Needs Assessment, a lack of services for at-risk children including afterschool programs and educational services exist within both districts. Therefore, BGCBC has designed a program full of activities that encourage improved academic performance and enhance other factors, such as regular attendance, better behavior, and the probability of graduation in the future. BGCBC achieves these outcomes through a combination of homework assistance, tutoring in math, science, reading, and social studies as well as academic enrichment activities led by certified teachers and trained youth development professionals. BGCBC enrichment programs focus on character and leadership development, health and life skills, education and career, arts, and sports and fitness. Some of our most common enrichment classes include guitar lessons, digital media application courses, Zumba, gardening, nutrition, cooking classes, and environmental awareness. Adult education is offered regularly for students' families, in conjunction with community partners such as True to Life Ministries, Youth and Family Counseling, Brazosport College, and Brazoria County Texas A&M AgriLife extension office, which address parenting skills, literacy, nutrition, career development, cooking, and financial planning. BGCBC's family nights encourage families to read together, play educational games together, and to give back to our community by organizing food drives for our local food pantry, making dog and cat toys for our local SPCA, and providing toiletries for the Salvation Army and Women's Shelters.

An influx of migrant workers contributes to a significant increase in economically disadvantaged students enrolled in BISD and AISD. The afterschool centers are designed to meet the needs of students and families in the Angleton and Brazosport areas by providing a safe, structured, supervised environment for kids to be until parents are off work. The ten schools referenced in this application have a combined student population consisting of 61% economically disadvantaged, 50% considered "at risk", 45% Hispanic, 43% White, 9% African American, 1% Asian, and 2% Other. Allowing for a seamless transition for students, programming is scheduled in congruent with the AISD and BISD calendars, and is offered until 6:15pm in Angleton and 6:00 in Brazosport to provide access for working families.

The program builds upon the close relationship between Boys & Girls Club of Brazoria County and AISD and BISD, as well as various community partners who are committed to collaborating through program planning, implementation and/or evaluation. Our partnership with AISD and BISD enhances our shared commitment to improve attendance, student behavior, grade promotion, graduation rates, and academic achievement. This relationship, combined with the Boys & Girls Club's successful 44 year history in producing quality afterschool programs along with the collaboration of several additional community partners allow for an ideal partnership that fosters student and family success.

The program is designed to deliver highly effective, extended learning opportunity programs to assist students in meeting academic achievement standards in math, reading, social studies and science. These learning opportunities are fun, hands-on, active, kinesthetic activities that children enjoy while not realizing they are learning. Students build positive, nurturing relationships with staff that are vital to academic and behavior improvement, especially for economically disadvantaged students. The program uses the *Project Learn* model and several additional successful

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programs developed by Boys & Girls Clubs of America (BGCA) such as Triple Play, Smart Moves, and Power Hour. These engaging, student-centered activities have been proven to help students meet academic standards and therefore increase the chances of a student graduating from high school prepared for college and/or the workforce.

Our staff and program materials stress to families and students that our program is not a casual "drop-in" or one-time attendance program because academic achievement cannot be gained without consistent attendance and relationships built with staff over time. The program is centered around AISD and BISD's campus calendars, summer school schedule, and locations. BGCBC staff collaborate with principals, counselors, PEIMS coordinators, Board members, and community partners to establish individual center goals. Curriculum is then designed to meet the unique needs of that campus and the students served in the program. Program staff conduct on-going communication with school-day staff in order to coordinate services to better meet individual student needs and to identify and reach at-risk students.

Having successfully sustained every previously awarded 21st Century grant funded center from cycles 4, 6, & 7, BGCBC's plans for sustainability prove successful. 21st Century grant funds are utilized to build a solid foundation at new centers providing the necessary financial support to purchase equipment, train staff, and develop curriculum. Both AISD and BISD provide in-kind contributions that include classroom space, electricity, PEIMS data, and snacks which allows BGCBC to focus funding from 21st Century on quality staff and curriculum. BGCBC sustainability plans for every center include combining resources from parent weekly fees based on income, grants, United Way, corporate sponsors, and community partners. Currently, BGCBC effectively conducts programs at eleven centers utilizing these funding methods allowing us to maintain the high academic standards originally put in place by the 21st Century grant. As of July 2016, our five cycle 7 funded sites will roll over to this same sustainability plan which will also be the plan for sustaining the ten applied for centers, if awarded cycle 9 funding. Cycle 9 funding absolutely provides the funding that enables BGCBC to continue to expand our reach in Brazoria County.

Our vision embraces providing a world-class center experience that assures that success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. We aspire to improve our community, through mentorship and education, one student and one family at a time.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 741688545			Amendment # (for amendments only): n/a		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	1,284,309	64,750	1,349,059
Schedule #8	Professional and Contracted Services (6200)	6200	95,500	15,000	110,500
Schedule #9	Supplies and Materials (6300)	6300	64,250	\$0	64,250
Schedule #10	Other Operating Costs (6400)	6400	76,000	\$0	76,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			1,520,059	79,750	1,599,809
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			1,520,059	79,750	1,599,809
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					1,599,809
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					79,990

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 741688545			Amendment # (for amendments only): n/a	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	92	0	\$416,304
2	Educational aide	4	0	\$257,505
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)	0	1	\$49,500
5	Site coordinator (required)	0	10	\$396,000
6	Family engagement specialist (required)	1	0	\$40,000
7	Secretary/administrative assistant	0	1	\$24,750
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	1	\$20,000
10	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	\$0
14	ESC coordinator/manager/supervisor	0	0	\$0
15	ESC support staff	0	0	\$0
16	ESC other	0	0	\$0
17	ESC other	0	0	\$0
18	ESC other	0	0	\$0
Other Employee Positions				
19	Chief Executive Officer	0	1	\$20,000
20		0	0	\$0
21		0	0	\$0
22	Subtotal employee costs:			\$1,224,059
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits			\$125,000
27	61XX Tuition remission (IHEs only)			\$0
28	Subtotal substitute, extra-duty, benefits costs			\$125,000
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,349,059

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 741688545	Amendment # (for amendments only): n/a
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.	
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Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Pre-employment (background check, drug test)	\$3,500
2	PEIMS Data Collection, Database specialist	\$15,000
3	Instructors- Train, teach specialized classes (for adults and students)	\$10,000
4	Outreach- Mailouts, newspaper, community outreach	\$1,000
5	Computer Maintenance	\$4,000
6	Outside Evaluator	\$30,000
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$63,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$47,000
(Sum of lines a, b, and c) Grand total		\$110,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 741688545		Amendment number (for amendments only): n/a
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$64,250
Grand total:		\$64,250

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 741688545		Amendment number (for amendments only): n/a
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: 0	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$15,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$61,000
Grand total:		\$76,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 741688545			Amendment number (for amendments only): n/a	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	N/A	N/A	\$0	\$0
3	N/A	N/A	\$0	\$0
4	N/A	N/A	\$0	\$0
5	N/A	N/A	\$0	\$0
6	N/A	N/A	\$0	\$0
7	N/A	N/A	\$0	\$0
8	N/A	N/A	\$0	\$0
9	N/A	N/A	\$0	\$0
10	N/A	N/A	\$0	\$0
11	N/A	N/A	\$0	\$0
66XX—Software, capitalized				
12	N/A	N/A	\$0	\$0
13	N/A	N/A	\$0	\$0
14	N/A	N/A	\$0	\$0
15	N/A	N/A	\$0	\$0
16	N/A	N/A	\$0	\$0
17	N/A	N/A	\$0	\$0
18	N/A	N/A	\$0	\$0
66XX—Equipment, furniture, or vehicles				
19	N/A	N/A	\$0	\$0
20	N/A	N/A	\$0	\$0
21	N/A	N/A	\$0	\$0
22	N/A	N/A	\$0	\$0
23	N/A	N/A	\$0	\$0
24	N/A	N/A	\$0	\$0
25	N/A	N/A	\$0	\$0
26	N/A	N/A	\$0	\$0
27	N/A	N/A	\$0	\$0
28	N/A	N/A	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	N/A			\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**4779**

Category	Number	Percentage	Category	Percentage
African American	400	9%	Attendance rate	98%
Hispanic	2079	45%	Annual dropout rate (Gr 9-12)	DNA
White	2109	43%	Students taking the ACT and/or SAT	DNA
Asian	52	1%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	2797	61%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	332	8%	Students classified as "at risk" per Texas Education Code §29.081(d)	50%
Disciplinary placements	46	1%		

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	9	3%	No degree	2	1%
Hispanic	38	14%	Bachelor's degree	256	87%
White	244	82%	Master's degree	37	12%
Asian	1	0%	Doctorate	1	0%
1-5 years exp.	79	26%	Avg. salary, 1-5 years exp.	49745.00	DNA
6-10 years exp.	61	21%	Avg. salary, 6-10 years exp.	50938.00	DNA
11-20 years exp.	68	23%	Avg. salary, 11-20 years exp.	53285.00	DNA
Over 20 years exp.	48	16%	Avg. salary, over 20 years exp.	60086.00	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		100	112	112	112	112	152	70							770
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	100	112	112	112	112	152	70	0	0	0	0	0	0	770

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Schedule #13—Needs Assessment

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The community needs assessment considered parent and student feedback, community partners, Brazosport ISD (BISD) and Angleton ISD (AISD) input, and several community and state reports. The 2013-14 Brazoria County Community Plan (BCCP), conducted in combination with several community stakeholders including United Way, local law enforcement agencies, juvenile services, victim services, emergency management, and mental health/substance abuse services, was an integral part in providing pertinent information for the needs assessment.

Parent, student, and community surveys; BISD and AISD input; the Texas Academic Performance report; and the BCCP were thoroughly reviewed and analyzed to establish the community needs inventory. The community needs assessment identified several gaps in services and resources, along with many reoccurring challenges and concerns.

Several needs and gaps were identified in the community needs assessment that the proposed community learning centers will address, specifically (but not exclusively):

- Lack of services for at-risk children including afterschool programs, tutoring, resources, and unstructured free time of adolescents.

Goal: Establish afterschool centers at every eligible school campus.

- Lack of transportation services for at-risk juveniles creating a barrier - proximity to services.

Goal: Select appropriate centers (with close proximity to at-risk students) to provide services at schools with a significant at-risk student population.

Goal: Provide educational opportunities in math, reading, science, social studies, character development, wise choices, nutrition, exercise, and homework assistance by qualified professionals in order to assist at-risk students with academic performance and increase promotion and future graduation rates.

Goal: Deliver structured adult supervised out of school activities that offer a safe, educational environment for students while parents are at work.

- Lack of services for parent training.

Goal: Provide on-going, quality parent education opportunities in collaboration with existing, successful community partners to increase parent's participation and understanding of their children's educational and emotional needs as well as community needs and services.

- Lack of services for at-risk children with obesity issues.

Goal: Implement BGCBC's Triple Play program. A comprehensive health and wellness program that strives to improve the overall health of Club members by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships.

- Lack of services for juveniles at-risk of teen pregnancy.

Goal: Implement BGCBC's Smart Moves program. The program uses a team approach involving Club staff, peer leaders, parents and community representatives. More than simply emphasizing a "Say No" message, the program teaches young people ages 6 to 15 how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence. The ultimate goal: to promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior.

- Lack of guidance and education about substance abuse, gangs, bully prevention, and appropriate behavior/choices.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Qualified trained staff will offer engaging, fun, academic lessons based on student needs. Offer enrichment classes that support academics in math, reading, science and social studies with a local need for an in-depth focus on math and reading. All participants will receive assistance with homework by certified teachers daily. School day teachers will be consulted to ensure staff knowledge of student's homework assignments.
2.	Improve Attendance	Highly engaging, fun, academic, and enrichment classes will be offered to students, making the program desirable. A lower teacher/student ratio of 1/12-15 will allow for personal and individualized attention. According to the Harvard Family Research Project, academic outcomes associated with participation in after school programs include higher school attendance rates and less tardiness. Families will be educated on the importance of student's daily attendance of both school and the afterschool program. Family participation in their student's educational needs will be encouraged by engaging the parents in educational activities.
3.	Improve Behavior	Staff work diligently to foster positive relationships and serve as constructive role models. Boys & Girls Club programs like Smart Moves, that promote positive behavior and good choices, will be offered frequently to improve student behaviors and support campus needs. The Boys & Girls Club in collaboration with AISD and BISD will implement Positive Behavior Intervention Support, to train staff on the best practices for addressing difficult student behaviors.
4.	Improve Graduation Rates	Creating and implementing engaging academic and enrichment classes. Building supportive relationships, both adult and peer. Relating materials to real world experiences and engaging and educating family participants on the importance of graduation for their child's future. Provide opportunities for students to be introduced to college and career prospects through internships and career workshops thereby giving students a vision to aspire to achieve.

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Schedule #14—Management Plan

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Minimum of Bachelor's Degree required, preferred experience with grant management, personnel management, and youth program management. Demonstrates high level of leadership, communication, and public relations skills. Experience with conducting site observations, data reviews, surveys of stakeholders, and related activities. High degree of computer literacy required.
2.	Site Coordinator(s)	Minimum of Bachelor's Degree or equivalent experience (Prefer Texas teacher's certificate). Preferred experience with child/ youth programs, staff supervision & working with large groups of children. Demonstrate high level of leadership, communication and computer literacy skills. Conducting site observations, data reviews, surveys of stakeholders, and related activities.
3.	Family Engagement Specialist	Minimum of Associates degree. Bachelors preferred. Demonstrates ability to relate to children, families, and colleagues from diverse cultures. High level of communication and computer literacy skills required. Experience in planning and implementing collaborative activities for families. Preferred experience with community involvement and knowledge of local support agencies.
4.	Evaluator	Minimum of Master's degree required. Minimum of 5 years' experience with education or out of school time. Minimum of 5 years' experience with grant writing and/or evaluating, or consultant to local, state or national education systems or institutions.
5.	N/A	N/A

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Providing a Safe and Secure Environment	1. All centers are located on the school campus	08/22/2016	05/12/2017
		2. Quarterly safety inspections conducted by the Site coordinator.	08/16/2016	04/16/2017
		3. Follow district and BGCA protocol for student dismissal.	08/22/2016	05/12/2017
		4. Follow AISD & BISD's protocol for fire, weather and safety drills with a minimum of one drill a month.	08/22/2016	05/12/2017
		5. Follow AISD, BISD, & BGCBC rules on background checks and drug testing on employees and volunteers.	08/22/2016	05/12/2017
2.	Improving Student Achievement	1. Semester reporting of grades to BGCBC.	01/01/2017	06/01/2017
		2. Yearly survey of parents for academics and attendance.	11/01/2016	03/01/2017
		3. Identical teacher survey for academics and attendance.	08/22/2016	05/12/2017
		4. Ongoing planning with campus administrators and teachers on academic goals per campus.	08/22/2016	05/12/2017
		5. Ongoing planning with campus administrators and teachers on academic goals per student.	08/22/2016	05/12/2017
3.	Improving Student Behavior	1. Yearly survey of both parents and teachers for behavior.	11/1/2016	03/01/2017
		2. Monthly meetings with site staff dealing with curriculum, behavior concerns, and procedures.	11/1/2016	03/01/2017

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will host campus advisory committees comprised of the site coordinator, principal/his or her designee, at least one parent of a program participant, a campus teacher, and a business or community leader. These committees will convene three times a year to discuss the current center program, program progress, and any concerns or suggestions for continuous improvement.

Similarly, the overall program will have a program advisory committee (Community Task Force) made up of the BGCBC CEO, project director, AISD/BISD superintendent/his or her designee, AISD/BISD's director of federal programs, two parents of program participants, and representatives from at least two program partners. The committee will convene three times a year to discuss the current program, program progress, and any concerns or suggestions for continuous improvement for the overall program.

Community stakeholders will contribute to creating program awareness, evaluating program effectiveness, and sustainability through their continuous dedication to program success. Community stakeholders will be represented on the community and campus advisory committees where they will be educated on program effectiveness, success, and student need in their initial meeting. Stakeholders will be encouraged to create program awareness through open communication, dissemination of program materials, and community involvement.

Community and campus advisory committees will meet three times a year to evaluate program effectiveness and discuss possible improvements, providing support and guidance. Additionally, committees will review the five year Strategic Plan to assess goals, objectives, and level of success.

Specifically, BISD and AISD administration and staff will contribute to program awareness through actively communicating program success and student need to potential families and students. They will disseminate information to staff at staff meetings and trainings. AISD and BISD will also work with BGCBC to locate available resources for sustainability.

The project director, site coordinators, and staff meet formally once a month and informally often using assessment tools such as data reviews of the 21st CCLC reporting system, report cards, attendance and discipline records, as well as on-site observations and teacher, student and parent surveys as guides for insuring quality programming, student achievement, and program compliance. These meetings determine the goals and objectives for our program, ongoing. The site coordinator works closely with school day staff to maintain ongoing communication about student success, needs, and concerns. The project director and site coordinators measure the successes, needs and concerns in relation to the goals and objectives and modify the program as needed.

BGCBC monitors student and family participation and engagement in programs and activities by evaluating attendance records and analyzing offered activities to locate correlations between attendance, preferred activities, and teaching methods. Additionally, center and class observations are designed to closely monitor activities for student engagement and active participation.

BGCBC staff work with school day staff and program staff to monitor student attendance and identify concerns in student involvement. Student, parent, and staff surveys are assessed to recognize and analyze participants' sense of involvement. Family surveys of program effectiveness will be distributed and analyzed.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 741688545		Amendment # (for amendments only): n/a
Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Parent, student, and teacher surveys will be dispensed to evaluate program effectiveness	1. Parents will self-report any improvements/decreases in specified areas such as behavior, homework completion, grades, etc. 2. Teachers will self-report any improvements/decreases in specified areas such as behavior, homework completion, grades, etc. 3. Students will self-report on their experiences of specified activities in ACE
2.	The use of Interim Report 1-2 are completed and used for ongoing evaluation of programs.	1. Maintain steady attendance in key program activities thereby improving promotion rates and improved grades leading towards graduation. 2. Students will be readily engaged in program activities based on daily attendance records therefore directly impacting daily school attendance. 3. Tx21st database will indicate areas of accomplishments including promotion rates for students to maintain their cohort group starting from kindergarten to graduation in thirteen years.
3.	Monthly meetings with PD, SC, and FES to discuss reports from Tx21st database.	1. Student attendance will increase or remain consistent. 2. Academically targeted classes will have appropriate attendance numbers. 3. Each center will reach the allotted number of regular students.
4.	Ongoing collaboration with district/center PEIMS clerks will take place and discussed with SC	1. Student grades will improve allowing for increased promotion. 2. School day attendance will improve or maintain. 3. Student behavior will improve based on decreased discipline referrals.
5.		1. 2. 3.
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Academic enrichment classes in math, reading, social studies, and science that are exciting, hands-on and correlated to the TEKS while maintaining a low student/teacher ratio. Homework assistance in core academic areas with qualified, professional teachers.

Classes such as reading, a typical lesson consists of the learner listening to short stories such as The Three Wishes by Charles Perrault. The objective for this lesson is TEKS 3.8 (a), sequence and summarize the plot's main events and explain their influence on future events. After they have listened to the story, the students will draw the sequence of events using a provided graphic organizer template. Older students may write the sequence of events using a provided graphic organizer template.

Math lessons such as **Roll the Dice** are utilized for students to identify the largest number, to apply addition/subtraction exercises, and to learn odd/even numbers.

2. Enrichment classes and activities that are student-centered, driven by student interest and campus/community needs assessments. Classes will be conducted by trained instructors in their area of expertise. Enrichment activities will include youth development, health and wellness, technology, character development, fine arts, in addition to other beneficial activities.

Triple Play: BGCA's first comprehensive health and wellness program, developed in collaboration with the U.S. Department of Health and Human Services, strives to improve the overall health of Club members ages 6-18 by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. The *Mind* component encourages young people to eat smart through the Healthy Habits program, which covers the power of choice, calories, vitamins and minerals, the food pyramid and appropriate portion size. The *Body* component boosts Clubs' traditional physical activities to a higher level by providing sports and fitness activities for all youth. Body programs include six Daily Fitness Challenges; teen Sports Clubs focused on leadership development, service and careers in athletics; and Triple Play Games Tournaments, inter-Club sectional tournaments that involve multiple team sports. The *Soul* component helps build positive relationships and cooperation among young people.

Power Hour: Making Minutes Count provides Club professionals with the strategies, activities, resources and information to create an engaging homework help and tutoring program that encourages Club members at every age to become self-directed learners.

Smart Moves uses a team approach involving Club staff, peer leaders, parents and community representatives. More than simply emphasizing a "Say No" message, the program teaches young people ages 6 to 15 how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence. The ultimate goal: to promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior.

3. College and career readiness classes for students that provide skills for acquiring employment or improve employability, teach life skills, while also teaching goal setting, and exposing students to the college preparation, search, and admission processes.

It's My Business! Encourages students to use entrepreneurial thinking as they explore higher education and career choices. Students participate in fun, challenging activities such as an entrepreneurial quiz game, completing a blueprint for a teen club, participating in an auction of businesses, and creating entrepreneur profile cards.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic enrichment classes in math, reading, social studies and science that are exciting, hands-on and non-traditional will present new information and/or reinforce/re-teach prior academic material to students in such a manner that they will not realize they are learning TEKS objectives or catching up on missed skills or concepts. As detailed in Schedule 16, Statutory Requirement 5, Project Learn has been proven effective in increasing participant's grades.

As much as possible, manipulatives and other kinesthetic materials and teaching methods will be used in order to reach the kinesthetic and/or tactile learners who are often not served well during the traditional school day. Rote teaching methods such as memorization and/or worksheets will be highly discouraged. Enrichment classes will be related to academic subjects so that students see real-world applications of concepts they have learned or will learn. For example, younger participants would build math skills with activities like Positive Sprouts gardening that involves measurement and computation while older students would create personal budgets to promote financial literacy during Money Matters activities. Experienced staff will build relationships with students in a way that encourages academic self-confidence and sets high standards for student achievement.

BGCBC staff work closely with school-day personnel to align the academic curriculum. Qualified, professional teachers will offer homework assistance in the core academic areas to reinforce school day instruction. Homework Help takes place in a structured environment with a 12 - 15:1 student to staff ratio so students develop the daily habit of completing homework and preparing for class. Students will learn to focus on the ritual of completing homework assignments in the same order and time each day in a relaxed learning environment with regular encouraging of questions, and partnering with other students in cooperative homework groups. Cooperative homework groups help participants to understand the perspective of others in the group, interact socially, build self-esteem and develop a positive attitude toward school. For those needing individualized assistance, one-on-one tutoring is provided.

BGCBC staff coordinate with school-day staff to monitor academic success of program students in order to tailor programming to meet specific needs. Academic enrichment classes will afford students the necessary skills and knowledge to meet state and local student academic achievement standards. The afterschool program will partner with both AISD and BISD to offer STAAR preparation for students through academic and enrichment classes.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities are based upon an assessment of data gathered through the campus and community needs assessments, as detailed in Schedule 13 – Needs Assessment. These assessments, combined with additional resources (AEIS reports, PEIMS data & stakeholder surveys) will be continuously analyzed to identify needs and gaps in current available programming and activities. Personnel will work throughout the grant period to develop appropriate activities to meet the identified needs and gaps utilizing Boys & Girls Club established programs.

Stakeholder surveys are considered when developing and selecting enrichment activities to increase the sense of involvement and participation. Data gathered from community reports and parent surveys is assessed to select and develop needed parent education classes. Parent engagement data collected from AISD/BISD and parental activities will be utilized to assess parent participation and preferences in order to develop future activities and encourage parental involvement.

The site coordinator will perform at least one staff/class observation per week using a checklist and/or rubric that includes indicators of quality. These observation rubrics will be shared and filed with the Project Director. The Project Director, in turn, will perform at least one site observation per week using a similar checklist and/or rubric, and will be shared with both the Site Coordinator and the Boys & Girls Club Chief Professional Officer. Any concerns will be addressed with the appropriate personnel and training, when necessary. Content presented in academic classes are aligned with TEKS for the appropriate grade level, and the enrichment classes are tied in to TEKS objectives.

Our program is supported by research that states in addition to focused academic content, including a broad variety of enrichment activities, in addition to activities devoted to developing skill building and mastery, is one of the primary common features of high-performing programs (Birmingham, J.M, Pechman, E. M., Russell, C. A., & Mielke, M. (2005). According to the Harvard Family Research Project, academic outcomes associated with participation in high quality after school programs include: higher school attendance rates and less tardiness, better attitudes toward school and higher educational aspirations, less disciplinary action (e.g., suspensions), lower dropout rates, better performance in school as measured by achievement test scores and grades, greater on-time promotion, improved homework completion, and engagement in learning. (Afterschool Programs in the 21st Century, Feb, 2008).

Our academic and enrichment programs are based on the *Project Learn* Boys & Girls Club program, which was researched and developed by Dr. Reginald Clark. Project Learn is based on research demonstrating that low-achieving students spend most of their non-school hours involved in activities that have little to no academic benefit, while high-achieving students participate in many high-yield learning activities that reinforce the skills and knowledge learned in school. An evaluation conducted by Columbia University confirmed that Project Learn activities increase youths' cognitive skills and academic performance. This third-party evaluation compared 283 Project Learn participants, ages 10-15, living in public housing to youth in other afterschool programs. Average grade increases over the 30-month study period were greatest for Project Learn participants. Youth participating in Project Learn increased their average grades by 11% while BGC comparison youth and non-BGC comparison youth, over the same period, increased their average grades by .4% and .3%, respectively.

To improve behavior and healthy lifestyles, we will offer the following research-based Boys & Girls Club programs:

SMART Moves is based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California).

Triple Play is built on research that shows establishing healthy attitudes and practices regarding physical activity and exercise in childhood is essential because they shape behaviors and attitudes in adulthood (Kohl and Hobbs, 1998). An

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

✗ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Our program was designed in partnership between BGCBC, Angleton ISD and Brazosport ISD. Each partner will play significant roles to implement a high quality 21st CCLC program that meets the needs of CES students as well as grant requirements. BGCBC will be the fiscal agent for the 21st CCLC grant and will ensure all financial reporting requirements are met. Angleton ISD and Brazosport ISD will house the programs while BGCBC will be responsible for the hiring and on-site supervision of the program staff. BGCBC will continuously develop and modify a strong scientifically based afterschool and summer program model that meets the needs of students and parents while working in partnership with Angleton ISD and Brazosport ISD to ensure alignment to the school day. BGCBC will be responsible for tracking and collecting program data while Angleton ISD and Brazosport ISD will provide the program with in-school data. To promote community ownership and long-term sustainability Angleton ISD and Brazosport ISD will leverage existing resources, as detailed in Schedule 16, Statutory Requirement 4. The Partners will review program data on a quarterly basis and recommend improvements or changes necessary to improve.

Several community partners will also provide services to the program. Brazosport College will provide free adult ESL and GED classes. Youth & Family Counseling will develop and delivery parenting classes and support to BGCBC and families. True to Life Ministries will provide adult Employment 101 classes and mentorship.

Please see the attached MOUs in Schedule 2 for complete partnership details.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only): n/a

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the campus needs assessments, these campuses all share the common needs of increased student achievement, parent involvement and education, student engagement, and academic assistance. Two of the needs, lack of transportation and lack of services, are resolved as BGCBC and their partners, True to Life Ministries, Youth & Family Counseling, and Brazosport College bring these needed services to the family's neighborhoods. BGCBC collaborates with these organizations to arrange adult education classes for GED testing, ESL, Money Management 101, and Employment 101 at convenient times for working families to address the lack of parent training need mentioned in schedule #13. The proposed afterschool program will resolve the academic assistance need by providing engaging homework help and tutoring and fun enrichment curriculum by certified teachers that will improve student academic achievement and engagement.

Family engagement opportunities such as BGCBC's monthly family night will promote parental involvement and active participation. Additionally, the program addresses the needs of working families by providing services until 6pm/6:15pm thereby adding convenience for working parents. Also, homework completion is an integral part of the *Power Hour* program which removes that burden from parents allowing for more quality family time at home.

BGCBC's *Smart Moves* program which is conducted at every location addresses both the teen pregnancy and substance abuse needs. This quality program uses a team approach involving Club staff, peer leaders, parents and community representatives. More than simply emphasizing a "Say No" message, the program teaches young people how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills, and analyzing media and peer influence. The ultimate goal: to promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior.

AISD and BISD will arrange resources for the program including classrooms, electricity, data, and promotion of the program to students and families allowing BGCBC to serve families in their neighborhood. True to Life Ministries, a local faith based organization, will present identified students with ready to eat food in backpacks for weekend sustenance and Life Classes to parents giving them the tools they need to become self-sustaining. Brazosport College provides free community education classes to adults which will better equip them for the job market and enhance their parenting and leadership skills. Youth & Family Counseling Services offers parenting classes and counseling services to parents and family members. All of these services working together will relieve some of the burden of the economically disadvantaged situation. These services put families in a better position financially and emotionally.

BGCBC collaborates with BGCA, Spillet University, and District training programs to ensure that our staff are effectively trained. Core courses such as Orientation to the Outcome Driven Club Experience, Developmental Characteristics of Youth, Providing Informal Guidance and Discipline Techniques, Guidance Approach to Discipline, and Child Safety ensures that BGCBC has the needed qualified personnel working with America's most valued resource, our students.

Fortunately, BGCBC's collaborations with these partners allows us to deliver every service mentioned above to every proposed campus. BGCBC feels that it is of utmost importance that every center's programs are of equal content and consistent from one campus to the other.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only): n/a

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program includes all the features that promote quality cited in "Partnerships and Quality Assurance in 21st CCLCs" (sponsored by the Robert Bowne Foundation): daily supervision and support by site coordinator, pre-session planning, frequent staff meetings, data and information, external monitoring, and lesson/curriculum review. Content presented in academic classes are aligned with TEKS for the appropriate grade level, and the enrichment classes are tied in to TEKS objectives. Our academic and enrichment programs are based on the *Project Learn* Boys & Girls Club program, which was researched and developed by Dr. Reginald Clark and other Boys & Girls Club programs with a proven history of success. Additionally, as we partner with BISD and AISD, district policy requires that all curriculums and staff development utilize materials from scientifically based research.

BGCBC has the experience and abilities to implement successful programs that complements and enhance the academic performance, achievement, and positive youth development of the students. As a prior recipient of Cycle 4, 6, and 7 of TEA 21st Century Grants, the Club has a track record of success in not only the effective implementation of the grant deliverables, but also an evidenced history of program implementation. The Cycle 4 grant included 3 sites that continued on-site program model sustainability in BGCBC locations in Polk Elementary, Ogg Elementary, and the Freeport standalone Flagship Club. Polk and Ogg have continued programming and currently have a waiting list for their services, only due to programming space available on each campus. Cycle 4 also included sites which had a sustainability plan, in conjunction with BISD that kept kids involved in a program by bussing them to another campus for the TEA funded sites of Lanier Middle School and Griffith Elementary. To date, students at Lanier are still bussed to the Freeport Flagship Club, however those numbers are greatly dwindling. Those numbers are dwindling due to a number of factors, some of which include the fact that the Middle School Students do not wish to attend the Boys & Girls Club Traditional site (BGCBC survey) because they "felt it was for little kids." Because of this, and the success shown below of our Clute Intermediate site, having a Club location in Lanier Middle School again became a high priority for the Club. The Club also had an afterschool location at Griffith Elementary which when Cycle 4 ended students were bussed to another campus. With having to pick up their child at a location not closer to home, or not at their primary school, student participation from Griffith was low, causing BISD to cancel transportation of the children to another Club facility. At that time, BGCBC did close the Griffith school location, but with the goal of opening back up once a secure funding source and sustainability plan was in place. With this goal in mind, the BGCBC staff and Board worked diligently with BISD, Club supporters, and the community, and was able to open Griffith back up in January of 2016 with the goal of serving 50 kids in the school year of 2015/2016, with 100 in 2016/2017 and beyond.

BGCBC also received Cycle 6, for Clute Intermediate School. That site had a membership of 150, with a daily attendance of about 65 students, which was in line with the goals of the Cycle 6 grant. After Cycle 6 ended, however, knowing the importance of sustainability along with staying on the school campus, the Club, along with support from United Way, BISD, the Clute Community, and parents was able to remain on campus with a max allowable membership of 100 students. BGCBC knew that bussing the kids to another campus would not be an option as evidenced in the Lanier and Griffith sites previously. Currently, the Club has 100 students as members, and has actually seen an increase in the daily attendance to over 75 students per day. Not only was the program sustainable, but has seen growth in the daily attendance of the students.

With the success and outline of Clute Intermediate, BGCBC has positioned itself to remain in ALL current campuses which currently are funded through TEA on Cycle 7. This includes Roberts Elementary, Austin Elementary, Long

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

BGCBC's Board of Directors and staff are dedicated, reliable, hard-working citizens working together to provide opportunities for the students in AISD and BISD. Having served Brazoria County for 44 years, BGCBC has developed great partnerships with local corporations, private donors, and foundations who have continually supported 11 of our 16 locations. BGCBC resource development staff and board member led resource development committee are dedicated to locating new corporate sponsors, private donors, and foundations to offset the future costs of these ten centers starting in year 4 and forward. Several additional fundraising events are being implemented now to increase our current endowment to ensure sustainability.

In order to ensure sustainability for these ten new locations, BGCBC has determined that approximately \$150,000.00 will need to be raised to continue the program. Our Goals will include collecting a weekly fee from each parent based on income which will produce approximately \$75,000.00 at each center. Corporate Sponsorships in the approximate amount of \$25,000.00 per campus will be solicited. The additional \$50,000 per site will be raised through the below schedule of fundraiser activities and grant applications.

Proposed Timeline**2016/2017**

September 2016 – Event fundraiser – Goal: \$50,000. 5% or \$2500 towards endowment building to support centers.
 November 2016 – Annual Campaign – Goal: \$50,000. 5% or \$2500 towards endowment building to support centers.
 February 2017 – Event fundraiser – Goal: \$100,000. 5% or \$5,000 towards endowment building to support centers.
 April 2017 – Raffle fundraiser – Goal: \$50,000. 5% or \$2500 towards endowment building to support centers.
 June 2017 – Golf Tournament Fundraiser – Goal: \$100,000. 5% or \$5000 towards endowment building to support centers.

2017/2018

September 2017 – Event fundraiser – Goal: \$100,000. 25% or \$25,000 towards endowment building to support centers.
 November 2017 – Annual Campaign – Goal: \$70,000. 25% or \$17,500 towards endowment building to support centers.
 February 2018 – Event fundraiser – Goal: \$100,000. 25% or \$25,000 towards endowment building to support centers.
 April 2018 – Raffle fundraiser – Goal: \$55,000. 25% or \$13,750 towards endowment building to support centers.
 June 2018 – Golf Tournament Fundraiser – Goal: \$100,000. 25% or \$25,000 towards endowment building to support centers.

2018/2019

September 2018 – Event fundraiser – Goal: \$100,000. 35% or \$35,000 towards endowment building to support centers.
 November 2018 – Annual Campaign – Goal: \$90,000. 35% or \$31,500 towards endowment building to support centers.
 January 2019 – New centers included in the United Way RFP for 2019-2020. Goal: \$250,000.
 January 2019 – Identify and meet with potential center corporate sponsors. Goal \$25,000 per center for a 3-5 year commitment.
 February 2019 – Event fundraiser - Goal: \$100,000. 35% or \$35,000 towards endowment building to support centers.
 March 2020 – Centers included in the Union Pacific grant. Goal: \$10,000
 March 2019 – Centers included in the OJP grant. Goal \$ 50,000.
 April 2019 – Raffle fundraiser – Goal: \$60,500. 35% or \$21,175 towards endowment building to support centers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. The grantee will create and convene a program advisory committee (Community Task Force) made up of the BGCBC Chief Professional Officer and Chief Volunteer Officer, ACE Project Director, AISD/BISD superintendent or their designee, AISD/BISD's director of federal programs, 2 parents of program participants, and representatives from at least 2 program partners. The committee will meet four times a year to discuss the current program, program progress, and any concerns or suggestions for continuous improvement for the overall program.

The ACE site will host campus advisory committees comprised of the site coordinator, principal/his or her designee, at least one parent of a program participant, a campus teacher, and a business or community leader. These committees will convene four times a year to discuss the current center program, program progress, and any concerns or suggestions for continuous improvement. Meeting documentation will include agendas, sign-in sheets and minutes.

2. AISD/BISD will provide Homeless and Migrant services, translation, snacks, GED services, janitorial and transportation services as well as physical space and utilities on campus.

Youth and Family Counseling Services (YFCS) will collaborate with the proposed program to provide adult education classes for student participant families. Our Memorandum of Understanding, attached, clearly defines the roles for each organization. YFCS will provide 4, 1 hour parenting classes (including 2 donated classes).

Brazosport College will collaborate with the proposed program to offer Adult Basic Education classes in English literacy and GED preparation. The attached Letter of Agreement clearly establishes the responsibilities of each partner including Brazosport College's agreement to provide ESL & GED classes, professional teachers, instructional materials, and gather program data. Boys & Girls Club will support by offering recruitment materials, referral services, and assist in coordinating services.

True to Life Ministries (TTLM) will collaborate with the proposed program to provide Adult Education Classes. The attached letter of agreement defines TTLM's commitment to providing 4 Career Series and Life Series classes to adult family members of student participants.

3. Community stakeholders will contribute to creating program awareness, evaluating program effectiveness, and sustainability through their continuous dedication to program success. Community stakeholders will be represented on the community and campus advisory committees where they will be educated on program effectiveness, success, and student need in their initial meeting. Stakeholders will be encouraged to create program awareness through open communication, dissemination of program materials, and community involvement.

Community and campus advisory committees will meet 4 times a year to evaluate program effectiveness and discuss possible improvements, providing support and guidance. Additionally, committees will review the 5-year Strategic Plan to assess goals, objectives, level of success and sustainability.

Specifically, AISD/BISD administration and staff will contribute to program awareness through actively communicating program success and student need to potential families and students. They will disseminate information to staff at staff meetings and trainings. AISD/BISD will also work with BGCBC to locate available resources for sustainability.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chief Executive Officer (CEO) will conduct oversight of the Project Director advising and collaborating on issues related to school district relations, community relations, staffing issues, political concerns, marketing, branding, policies and procedures, and HR related concerns. The Project Director will meet with the CEO regularly regarding ACE center management to ensure consistency across all centers and the programs.

The Project Director will oversee the grant as a whole, including supervising of employees, purchasing, budgeting, communication with TEA and the TAC, supervising and writing necessary reports, developing the program's plan, and writing grant continuation applications and amendments. The Project Director will coordinate and facilitate all Community Task Force meetings and follow up communication. Coordination with TEA and its training, technical assistance, and monitoring providers will be carried out by all employees. At this time, BGCBC does not anticipate any out of state travel for our staff.

The Project Director will develop and deliver staff trainings to Site Coordinators who will then turn-key the information to their staff. The Project Director will seek out and consult with experts for specific trainings throughout the project year such as OSTI Conference trainings, STEM research training, Strategies for High School Graduation in Elementary School, Project Learn Strategy, Sustainability Strategies, Understanding Afterschool programs versus Extended Day Programs, and Gulf Coast Professional Association Conference trainings. The Project Director will continue to invite staff to all provided TEA based trainings and webinars as well as conference call and face to face training/discussions with the TAC. This budget has been prepared with funds included for staff time and relevant travel expenses included.

BGCA's Spillet University currently supports our youth development staff by providing courses in development of core competencies and skills essential to success in a Boys & Girls Club organization; understanding of how Clubs impact youth and communities; utilization of available resources and tools to strengthen services to members; application of the Outcome Driven Club Experience; Core: An Orientation to the Boys & Girls Club Movement; Orientation to the Outcome Driven Club Experience; Developmental Characteristics of Youth; Providing Informal Guidance and Discipline Techniques; and Child Safety. All staff are instructed to complete these courses with the first eight months of employment. Our Site Coordinators and teachers are required to be well versed in Intentional Planning and have received training in the course. Teachers hired for the program will be required to take part in the BGCBC training.

The Project Director will nurture and maintain school district and community partnerships, oversee the program's overall marketing strategy, and visit the sites regularly to ensure grant guidelines are being met and best practices are being implemented.

The Project Director will work with the Boys & Girls Club Chief Professional Officer & Board of Directors, along with the Community Task Force to develop a sustainability plan so that the project may continue long after the grant is complete.

Each Site Coordinator will meet with the Project Director regularly to ensure all necessary information is being communicated frequently and accurately and that consistency continues throughout the organization. Mandatory monthly meetings are conducted by the Project Director where program related training and professional development sessions are included.

The Director of Finance (DF) will oversee and produce necessary TEA required reports and documentation as well as the entire payroll process. The Director of Finance is responsible for updating employee forms such as I9, W2, W4, pay rate changes, and change of address. The DF maintains and audits employee folders and payroll records for all ACE employees keeping in compliance with grantor requirements. The DF prepares the grant draw down for reimbursement

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Amendment # (for amendments only): n/a

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Southside Elementary

9 digit campus ID# 020902103

Distance to Fiscal Agent (Miles) 17

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	75
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Central Elementary

9 digit campus ID# 020902110

Distance to Fiscal Agent (Miles) 17

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	65
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Amendment # (for amendments only): n/a

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center Name: Northside Elementary

9 digit campus ID#	020902102	Distance to Fiscal Agent (Miles)	18
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Grade Levels to be served (PK-12)	K-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	85
Number of Adults (parent/ legal guardians only) to be served:	30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name: Rancho Isabella Elementary

9 digit campus ID#	020902108	Distance to Fiscal Agent (Miles)	23
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Grade Levels to be served (PK-12)	K-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	65
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: Frontier Elementary

9 digit campus ID#

020902109

Distance to Fiscal Agent (Miles)

23

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

70

Number of Adults (parent/ legal guardians only) to be served:

20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 Center Name: Beutel Elementary

9 digit campus ID#

020905102

Distance to Fiscal Agent (Miles)

10

Grade Levels to be served (PK-12)

K-4

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

100

Number of Adults (parent/ legal guardians only) to be served:

35

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 741688545			Amendment # (for amendments only): n/a	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name: Ney Elementary		
9 digit campus ID#	020905107	Distance to Fiscal Agent (Miles)	11	
Grade Levels to be served (PK-12)	K-4			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			90	
Number of Adults (parent/ legal guardians only) to be served:			30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name: Rasco Middle School		
9 digit campus ID#	020905115	Distance to Fiscal Agent (Miles)	11	
Grade Levels to be served (PK-12)	5-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			100	
Number of Adults (parent/ legal guardians only) to be served:			35	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545		Amendment # (for amendments only): n/a	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name: Lanler Middle School		
9 digit campus ID#	020905116	Distance to Fiscal Agent (Miles)	2
Grade Levels to be served (PK-12)	K-4		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			60
Number of Adults (parent/ legal guardians only) to be served:			20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name: Fleming Elementary		
9 digit campus ID#	020905104	Distance to Fiscal Agent (Miles)	1
Grade Levels to be served (PK-12)	K-1		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			60
Number of Adults (parent/ legal guardians only) to be served:			20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The key to continuous program improvement is to ensure that the factors critical to successful student performances are solidly in place. The AIS/BISD commitments and system supports surround those critical success factors provide the best opportunity for schools to assure quality. BGCBC works directly with AISD and BISD Prevention Coordinators, Behavior Interventionists, homeless liaisons, social workers, Special Education Facilitators (district level), and Special Education Coordinators (campus level) to identify areas of concern related to student performance. Those areas of concerns, or findings, were then assimilated, reviewed and root causes were identified through a needs assessment process. As campuses identified students areas of needed improvement based on data analysis, they worked with BGCBC to develop annual improvement goals. Campuses and BGCBC staff then identified strategies to meet those goals, identified the interventions they would implement to accomplish those strategies and identified the measures they would use to determine if the interventions were effective.

The identified students will be granted priority placement for admission to the program as well as priority placement for one on one mentorship, homework help, economical needs, or social needs. This allows BGCBC and our community partners to truly serve the students who need us most.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Club worked closely with Brazosport ISD administration and principals to determine the ideal schedule for the proposed program. Parent feedback and success of current program schedules were also considered when determining the schedule.

The program is designed to allow time for registration, planning, and recruitment before the start of the fall semester by beginning on August 22, 2016. This will allow for adequate preparation for a successful program. The program will end May 12, 2017 in order to finalize end of year activities and prepare for summer programming. Summer programming will begin May 30, 2017 and end on July 7, 2017, allowing for 6 weeks of programming. This provides for 39 weeks of programming per year.

Programming will be offered Monday-Friday after school dismissal 3 - 6pm at 5 sites and 3:15 - 6:15 at 5 sites. This allows for a seamless transition from the school day to afterschool activities, while providing adequate services to meet the needs of working families. Participants will be able to partake in 15 hours of programming per week.

Site Coordinators and the Project Director will work 40 hours a week 10/10:15am to 6pm/6:15pm respectively while all other staff will work 2pm to 6/6:15pm

Summer programming will begin at 8:00am and conclude at 4:00pm allowing students to attend a safe, enjoyable, academically based program while parents are at work. This provides for 8 hours of summer programming per day, 5 days a week.

Our programming, including summer, will provide an uninterrupted stream of learning to students who need it most.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information gathered through the Community Needs Assessment will guide our program focus as well as student data gathered through our partnerships with Brazosport ISD and Angleton ISD. Student grades, test scores (STAAR and other district assessments), attendance, office referrals, and campus improvement needs will allow us to intentionally design activities to meet the specific needs of our students while reinforcing and complementing their daily academic programs. We will utilize program data to identify challenges and successes of our students to assist in modification of our curriculum to make it worthwhile and also support mastery of the Texas Essential Knowledge and Skills (TEKS). We will continue to make decisions based on a collaborative effort with BISS, AISD, and parents of our students to ensure we are aligning to the academic content with fidelity. Our Site Coordinators and teachers are required to be well versed in Intentional Planning and new hires will be required to take part in the training as well. Our lesson plans are created using the Texas ACE Activity/Unit and Lesson Plan Worksheet found in the ACE blueprint and will be approved by the Project Director. Formal and informal assessments taken will allow us to analyze student progress to alter our curriculum as needed. Realizing the importance of student engagement, a survey will be sent out each semester to students and their parents gaging their satisfaction with our program offerings.

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County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With data collection through daily formal and informal assessments as well as the analysis of student grades, test scores (STAAR and other district assessments), attendance, and office referrals provided by our partnering school districts of Brazosport ISD and Angleton ISD, we will be able to ensure instruction is adapted to the academic and developmental needs of our students and in alignment with the Texas Essential Knowledge and Skills (TEKS). Parental, teacher, and school counselor input will also help establish the needs required for our daily lesson and student needs planning. The use of our SMART goal template, the Intentional Planning template, and analysis of the content delivered in their daily classes will help ensure the needs of our students drive our instruction. Based upon these inputs, our activities will meet all four components as outlined in the ACE blueprint, ensuring success of academic assistance, enrichment, family and parental support, and college/workforce readiness. Each activity is planned and prepared in one of these for key areas, and will be held each term, if not more often. Each activity will be run by trained, qualified staff who have undergone rigorous background investigations as well as training on dealing with students and their individual needs. For a list of planned activities and programs please see Schedule 16 Statutory Requirement 1. Student attendance and participation will be documented, reported, and reviewed by both the program director and CEO. Pre and post assessments will determine if the content is meeting the needs of our students or if modifications are necessary to enhance the programming being delivered. Our programs will always maintain a maximum 22-1 student to staff ratio to ensure student learning is maximized through a small group environment and will also maintain lessons of at least 45 consecutive minutes for instruction.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Club of Brazoria County currently employs a full time Family Engagement Specialist who oversees the planning, implementation, and assessment of all family activities for our current centers and will do the same for the ten proposed cycle 9 centers.

When staffing this position, BGCBC focused particularly on communication skills, both group and interpersonal. We placed emphasis on a bilingual applicant to further engage those parents to whom English is not their native language. It was of specific importance that our Family Engagement Specialist was familiar with our community, and the programs within our community that could benefit our parents. Our current FES has 9 years of experience in out of school time (OST) programs with 4 of those years in an ACE program.

Our FES has built and fostered important relationships with community partners such as True to Life Ministries, Youth & Family Counseling, and Brazosport College to broaden the services offered to our parents. True to Life Ministries provides adult classes free of charge for employment topics, money management, mentoring, and job training. Youth & Family Counseling offers parenting courses while Brazosport college offers ESL & GED classes. Our FES works closely with our Site Coordinators and Project Director to analyze data and make necessary adjustments to our program in an effort to incorporate the additional needs of more parents and family members.

Our FES makes every effort to attend multiple statewide trainings, as well as webinars, to stay current on activities and innovative ideas used by other OST programs. Our FES has joined with other FES' in our area meeting quarterly to share ideas, discuss challenges and brainstorm solutions.

Our FES duties and responsibilities include all of the following:

- Plans, develops, manages, implements and evaluates overall program to ensure objectives are met and grant compliance is maintained
- Manages all family/parental involvement activities for ACE Units
- Performs data collection and entry for grant compliance and BGCBC reporting
- Develop or utilize available curriculums, lessons, and presenters for family activities
- Develop family programming in conjunction with community partners and Unit Directors
- Work closely with school district staff and programs to maximize our partnership
- Develops and implements evaluation tools to assure appropriate programs are offered based on need
- Manages recruitment and retention of participants
- Submits grant reports to Director as scheduled
- Attends and participates in all staff meetings and trainings as required
- Ensures proper facilities, resources and materials are available for family activities
- Develops and maintains relationships with parents/guardians, including regular communication
- Ensures all BGCBC policies and procedures are followed
- Develop and cultivate collaborative community partnerships
- Ensures a healthy and safe environment for all participants, volunteers and staff
- Ensures all persons entering program are promptly greeted and helped if necessary
- Manages family engagement financial resources and budget
- Assists Director with other duties as assigned
- Maintains regular, daily and punctual attendance
- Exercises authority in problems related to participants
- Plans and implements special events
- Supports and positively represents the mission, vision and core values of BGCBC

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only): n/a

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through our community partners and the Boys & Girls Club of America, BGCBC offers a wide variety of educational programs to our parents while integrating fun and engaging activities they can take part in with their children. Monthly family night activities after school hours at each campus provide opportunities for families to participate in fun educational activities that address the family engagement in education needs. Since family nights are offered regularly, working families have multiple opportunities to participate within the school year. These activities include games such as Presidential Bingo, Coffee House reading with your child, and Games with Math done with playing cards. On Science Night, students held a science fair and presented their chosen science project to their parents and peers. On Nutrition Night, the Texas AgriLife Extension office agent demonstrated growing vegetables in a flower pot and explained how those vegetables led towards a healthier lifestyle. Students and parents worked together to design a reading nook within their homes and then shared pictures of those spaces with each other. All of these activities are designed to provide parents with opportunities for active and meaningful engagement in their children's education and to provide families with opportunities for literacy and related educational development.

Our partnership with Brazosport College allows us to offer community education classes that include, but are not limited to: Basic Adult Education, Basic Computer Literacy, Basic Career Preparation, and GED preparation, English Literacy and CPR / First Aid. All of these classes offer parents educational opportunities that will enhance both the student and adult's educational development. Classes are offered at all times during the day, evening, and weekends making them readily available for anyone who might be interested even adults who work.

Youth & Family Counseling Services will provide Adult education classes as well as parenting classes. They will also provide free counseling sessions and will educate parents of other avenues for mental health challenges. Evening parenting and counseling sessions are offered regularly at Youth & Family Counseling.

True to Life Ministries will provide a Life Series class for parents/ family members and students to take part in together. All of these classes are offered in multiple sessions including nights and weekends making these classes readily available.

Brazoria County Texas A&M AgriLife Extension agents will conduct classes for ACE families in meal planning, budgeting, and nutrition thereby preparing adults and students with the knowledge needed to live healthier lifestyles. The Family and Consumer Science division offers programs to help families develop healthy relationships, housing and environment, passenger safety, eating well, and money management. The classes are scheduled as a series and are usually conducted on the same night of each week for a 4-6 week period several times a year and in several different locations within each community.

Through a variety of additional community partners such as United Way, H&R Block, and Best Buy, BGCBC offers classes in money management, tax preparation, educational technology and safe use of technology.

Our parents and students take part in one service project each semester for community and family building education by working together to gather supplies for either the SPCA, the Salvation Army, or the Brazosport Cares Food Pantry.

All of the classes listed are provided free to our parents as in-kind donations from our partners. The Boys & Girls Club also offers grant funds to help leverage the cost of several programs.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 741688545		Amendment number (for amendments only): n/a		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only): n/a

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only): n/a

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 741688545

Amendment number (for amendments only): n/a

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			
Z99	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n/a			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only): n/a

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 3

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 500

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only): n/a

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day

☐ Summer vacation

 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		N/A	N/A	N/A
	# of students:	# of teachers:			N/A
2	School name:		N/A	N/A	N/A
	# of students:	# of teachers:			N/A
3	School name:		N/A	N/A	N/A
	# of students:	# of teachers:			N/A
4	School name:		N/A	N/A	N/A
	# of students:	# of teachers:			N/A
5	School name:		N/A	N/A	N/A
	# of students:	# of teachers:			N/A

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits			Reason for the Difference in Benefits	
1	N/A		1	N/A
2	N/A		2	N/A
3	N/A		3	N/A
4	N/A		4	N/A
5	N/A		5	N/A

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